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ABSTRACT

This study examined the moral reasoning of behaviorally disordered (BD) adolescents and the effect of an alternative educational setting upon the development of moral reasoning in students as a function of the number of years of exposure to this environment. Three groups of students were compared: 28 non-BD students from a traditional school program, 13 BD students from the traditional school, and 12 students who attended an alternative school setting for individuals with behavior disorders. Students were administered the Defining Issues Test; other data were gathered through a teacher questionnaire and examination of characteristics of participating schools. Results indicated that both of the BD groups were significantly lower in moral reasoning in comparison to their non-BD peers. Furthermore, the moral reasoning of BD students enrolled in the alternative setting was similar to the moral reasoning of BD students enrolled in the traditional school setting. The correlation between time enrolled in the alternative school and moral reasoning score was positive, but not significant. (JDD)

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MORAL DEVELOPMENT IN ALTERNATIVE AND TRADITIONAL HIGH SCHOOL STUDENTS

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CHAPTER 1

Introduction

During the last two decades, there has been an increasing interest in moral education. This interest was spurred partly by the many forms of societal unrest that characterized the 1965-1975 decade, such as those associated with the Vietnam war and Watergate. Much of the research on moral education has focused on intervention programs which involved student discussion of moral dilemmas. However, research investigating the type of educational setting most conducive to moral growth has been almost nonexistent. Indeed, there is a paucity of research investigating various types of educational environments which promote the moral growth of different kinds of students. Furthermore, researchers have not yet examined the moral reasoning of adolescents with behavioral disorders. Research on issues related to moral reasoning development in this special population is lacking.

Moral education refers to instruction in moral rules of conduct for the purpose of developing good character traits and ethical behavior. Moral development refers to growth of the individual's ability to distinguish right from wrong, to develop a system of ethical values, and to learn to act morally.

Moral development in children is of fundamental concern to educators. A healthy, effective society requires that

order and cohesion in relationships among individuals be established and maintained through a set of shared values and rules. The cultivation of moral development is an objective of societal importance because it provides a means of promoting a democratic society through personal self-regulation rather than through coercive external controls.

The ideas and work of John Dewey (1964) in the early part of this century made a significant contribution to the view that education should promote the moral development of the individual. After Dewey, there was a flurry of interest and activity concerning moral development among scholars and teachers (Cole, 1942; Hartshorne, May, & Shuttleworth, 1930). However, that effort waned until the later 1950's, when interest in and work on the topic had a resurgence which coincided in time with basic social and moral concerns such as the Civil Rights movement. Lawrence Kohlberg's (1958) doctoral dissertation may be considered a key factor in this resurgence because it proposed a conceptual framework and it offered a method of measuring moral reasoning.

Kohlberg, inspired by Dewey (1964) and Piaget (1932), delineated a six-stage sequence of moral growth. The belief that cognitive development underlies all growth in childhood morality is common to the theories of both Piaget and Kohlberg. Kohlberg's cognitive-developmental theory of

moral development is an attempt to explain the ways in which a person's concepts of right and wrong change during childhood and how the individual will deal with moral issues as he or she develops toward adulthood.

Several assumptions concerning the nature of development underlie the cognitive-developmental theory of moral reasoning: (a) moral development occurs via a transformation of cognitive structures; (b) the development of cognitive structure results from an interaction between the organism and the environment, not from simple maturation or learning; (c) is directed toward the achievement of equilibrium in this organism-environment interaction; and (d) affective and cognitive components of moral development are distinct and parallel (Kohlberg, 1969, 1976).

Kohlberg distinguishes three basic levels of moral development--the preconventional or pre-moral level, the conventional level, and the post-conventional, or autonomous level. Within each of the three levels, there are two stages. As with Piaget, Kohlberg's stages are both hierarchical and invariant. This means that as individuals evolve, they progress toward higher levels of development. However, not every individual attains the highest stage. There is a move from an egocentric orientation of "what is in it for me" in Stages 1 and 2 to, eventually, "compassion for mankind" in Stage 6. Furthermore, the sequence of

stages does not vary. An individual never skips a level.

Environmental Stimulation of Moral Development

Although Kohlberg's theory postulates an invariant stage sequence, this does not imply that the highest stages will be attained without specific types of environmental experiences. A consistent finding in moral education research based on the cognitive-developmental perspective (Kohlberg, 1969; Piaget, 1932) is that some individuals progress in moral reasoning, whereas others do not. However, movement from one stage to the next can be facilitated under certain conditions (Kohlberg, Scharf, & Hickey, 1972; Perry, 1970).

There are certain conditions needed for moral growth to occur--exposure to cognitive moral conflict, role-taking opportunities, the consideration of fairness and morality, exposure to the next higher stage of moral reasoning, and active participation in group decision making (Kohlberg, 1976)

Kohlberg (1969) proposed the hypothesis that cognitive development is a necessary, but not sufficient condition for moral development. Support has been obtained (e.g., Kuhn, Langer, Kohlberg, and Haan, 1977) for Kohlberg's postulate that moral structures emerge from and are dependent upon the more basic logical reasoning structures described by Piaget. Explanations of the transition from one stage of moral development to the next have relied heavily on Piaget's idea

that cognitive disequilibrium is stimulated by children's interactions with their social environment. Cognitive conflict has been identified as the prime mover in the stage change process (Turiel, 1969). Although it is implicit in this description that conflict in the environment does not guarantee conflict or disequilibrium in the individual, researchers have typically equated the two. Turiel (1974) articulated the position that the presentation of external conflict cannot be assumed to arouse a corresponding state of internal cognitive conflict.

Though moral development depends upon the stimulation of cognitive development, there must also be social stimulation. This type of social stimulation comes from social interactions and from moral decision making, moral interactions, and moral dialogues. These external influences can foster children's moral thinking and help them move on to a higher, more complex stage of moral reasoning (Kohlberg, 1966).

Role-taking opportunities are one crucial aspect of social stimulation. Role-taking involves adopting the attitudes of others, becoming aware of their thoughts and feelings, and putting oneself in their places. A child has many opportunities to participate in role-taking. Examples include relations to his or her family, peer group, and school, as well as social status vis-a-vis the larger economic and political structure of the society. In

general, the higher the level children participate in a social group or institution, the more opportunities they have to take the social perspectives of others. From this point of view, extensive participation in any particular group is not essential to moral development, but participation in some group is (Bar-Yam, Reimer, & Kohlberg, 1980).

Although parents provide opportunities for role-taking, they are not the only ones to provide these opportunities (Kohlberg, 1980). Peers, the community, and other adults also provide opportunities for social interaction, even if the parent fails to do so. A number of empirical studies have investigated role-taking and its relationship to moral development. Selman (1971) found that role-taking ability is significantly related to level of moral reasoning, whereas Keasy (1971) found that social participation and popularity are positively related to moral development.

Educators, influenced by the theories of Kohlberg, have attempted to facilitate the natural progression of development in moral judgment by providing various types of enriched and stimulating educational experiences.

The educational applications of Kohlberg's theory have included the promotion of classroom discussions of moral dilemmas for stimulating moral growth, and restructuring of the school environment. An attempt is made in the discussion groups to arouse cognitive conflict among

participants and expose them to moral reasoning at a stage higher than their own. These discussions take place as a part of the regular school curriculum, such as in social studies, history, English, and sex education.

There are direct and indirect conditions needed for growth to occur in an educational setting (Kohlberg, 1980). The direct conditions include the quality of interaction and discussion occurring in classes and other group contexts. The indirect conditions refer to a general moral atmosphere of the school. Moral development takes place because the school provides a number of contexts in which the students have an opportunity to voice their opinions, listen to the opinions of others, and participate in group decision making.

Alternative Education

Coinciding with the interest in moral education, the early 1960's gave impetus to the development of alternatives in education. The alternative schools were an effort to investigate the significance and potential of optional alternatives to the public high schools (Smith, 1973).

During the 1960's and early 1970's, there was a proliferation of alternative schools; however, many of these alternative institutions lacked clearly defined goals and philosophies (Deal & Nolan, 1978). The alternative schools that remain today have been judged primarily by social criteria, such as holding potential drop-outs in school,

preventing alienation, and reducing the incidence of theft, drug abuse, discipline problems and violence.

Particularly during the past decade, the term "alternative education" has been used to refer to widely different practices pursued in educational institutions of varying qualities. Many of the earlier programs, designated for "normal" children, resulted from idealistic efforts to "save" them from conventional practices deemed inappropriate to their needs (Deal & Nolan, 1978). More recently, alternative programs have been designed for behaviorally disordered youths (McCauley, cited in Mesinger, 1986).

Mary Anne Raywid (1983), a professor of education who believes that alternative education should serve as a model for public education, states:

> Alternatives have attracted youngsters of assorted types of abilities and achievement level. But one thing these young people are likely to have in common is some degree of disappointment with or antipathy toward conventional schools. This means that alternative schools have enrolled far more than a normal share of the youngsters who were previously turned-off, non-cooperative, truant, or otherwise problematic . . .

> Parents tell about their youngsters who have hated school, yet began attending the alternative with enthusiasm and even pride. Indeed, the extraordinary loyalty and sense of affiliation which many alternatives engender have prompted some to call them "membership" schools. Youngsters it would be difficult to call students at all suddenly begin to show interest, effort, and accomplishment. (Raywid, 1983, p. 92)

Despite the seemingly positive impact of alternative schools on reluctant students, little research investigates the effects of such schools on students who have been unsuccessful in the traditional educational setting. A few investigations have documented positive outcomes of such schools.

1. Investigators report little violence in alternative schools, as well as few behavioral difficulties (Berger, 1974; Duke and Perry, 1978).

2. An alternative program for potential high risk adolescent drop-outs improved attendance and suspension records (Reilly, Reilly & West, 1982).

3. Research investigating alternative schools for troublesome secondary students found a decrease in disruptive behavior as well as an improvement in the scholastic performance of students who were about to be suspended or expelled from their conventional schools (Gold, Martin, & Mann, 1982).

The present investigation will be concerned with the specific type of alternative school program designed to meet the needs of troublesome or behaviorally disordered (BD) youths who have been unable to function in the traditional educational setting. These institutions have been designed to meet the varying needs of these youths through the provision of smaller classrooms, smaller teacher-pupil ratios, and opportunities for discussions in small groups assumed to facilitate communication among peers. Also, in many such institutions, opportunities are provided for the students to receive psychological counseling.

Students enrolled in an alternative school for BD adolescents typically have histories of school phobia, truancy, drug abuse, severe acting-out, withdrawal, depression, suicide, vandalism, etc. Often these problems are exacerbated during adolescence. The alternative school is considered a facility for students who have been identified as having behavioral disorders. Thus, the alternative school serves as a special educational

placement. Prior to a student's placement in the alternative setting, the school system's existing support services (e.g., dean, social worker, counselor, classroom teacher, special education resource room) are utilized. However, if the support systems provided by the traditional school program are ineffective, placement in the alternative school is warranted.

Review of the Literature

Moral education has received a great deal of attention as part of the curriculum in educational institutions (Fenton, 1976). Empirical evidence has indicated that discussions of moral dilemmas and role-taking opportunities have facilitated moral growth (Blatt & Kohlberg, 1975; Sullivan, 1975; Paolitto, 1980). In addition, psychological education has been instrumental in facilitating moral and ego development (Mosher & Sprinthall, 1971; Harris, 1977). [1] Empirical evidence has also indicated that moral growth can be facilitated in alternative educational settings. This latter topic will be the primary focus of this review.

In 1976, Elliot Turiel published a study which had investigated the moral knowledge and moral judgment of male and female students. His sample consisted of 104 boys and 106 girls from the sixth, ninth, and twelfth grades who were enrolled in three private schools in the New York City area. One of these schools was characterized as a "traditional" school, whereas the second school was characterized as a "progressive school." The third school chosen for the study was a Catholic parochial school.

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[1] A psychological education curriculum is a program that emphasizes personal psychological development and involves some experiential activity as well as intense self-reflection. These program are intended to promote personality and social development in general, of which moral development is a major strand.

All subjects were individually administered a Moral Judgment Interview (MJI) (Colby et al., 1982) and a moral knowledge test (with the exception of the twelfth-grade girls in the parochial school). The mean Moral Maturity Scores for boys and girls at each of the three grade levels in each school setting were analyzed. There was a significant main effect for school setting. The subjects from the progressive school had higher scores than subjects from the traditional school, who in turn had higher scores than those in the parochial school. Turiel concluded that the variations in moral judgment scores observed in this study suggested that the individual's environmental setting relates to rate of development. Though one would question the generalizability of the findings, given that the subjects were drawn from private school settings, Turiel was one of the first researchers to examine carefully the effects of educational environment on student's moral judgment.

Clinchy, Leif, and Young (1977) investigated the relation between high school program (traditional versus progressive) and stage of moral and epistemological development of female students. The sample consisted of 48 female suburban public high school students - - 12 sophomores and 12 seniors from a progressive school and 12 sophomores and 12 seniors from a traditional school. Subjects were randomly selected from each school, with the

restriction that mean, median, and range in IQ be equivalent.

Each subject was given Kohlberg's Moral Judgment Interview as well as an interview on Perry's (1970) scale of epistemological development. The order of administration of the interviews was counterbalanced within each group.

The analysis revealed that the progressive school students scored higher than the traditional school students on both the MJI and the measure of epistemological development. The interaction between school and grade was significant. The mean moral judgment score of the seniors in the progressive school was significantly higher than that of the seniors at the traditional school. However, there was not any significant difference between mean scores of sophomores at the two schools.

The authors concluded that attendance at the progressive school was more conducive to both moral and epistemological development than attendance at the traditional school. Clinchy, Leit, and Young (1977) cited several possible reasons for their findings. Perhaps girls who chose to attend the progressive school were more mature than those who attended the traditional school. It is also possible that the less mature students abandoned their progressive alternative school in favor of the regular comprehensive high school between the sophomore and senior years, while the less mature students at the traditional

school, having no alternative, remained. Such selective attrition could have occurred if particular students found the progressive school atmosphere uncomfortable.

Another research endeavor which investigated the moral development of students in an alternative school setting was undertaken by Crockenberg and Nicolayev in 1979. The authors examined the moral reasoning of 46 eighth- and ninth-grade students (28 females and 18 males) enrolled in a university town junior high school but attending Alternative or Traditional school programs. The measures employed in the study were the Moral Judgment Interview devised by Kohlberg (1971) and a conflict questionnaire adapted from a study of organized conflict in high schools (Corwin, 1970).

Subjects were pre-tested using Form A of Kohlberg's MJI at the beginning of the school year. During the last month of the school year, subjects were posttested on both Form A and Form B, half of the subjects receiving Form A first, the other half Form B. The order of administration was randomly assigned.

Results of matched t-tests indicated that the alternative school students showed greater gains in moral reasoning on the dilemmas when both pre- and posttesting involved Form A. On the other hand, only one significant difference was found when Form B was used in posttesting.

The conflict questionnaire revealed that the alternative school students differed significantly from

traditional school students in their perceptions of opportunities for conflict as well as the amount of conflict they experienced in the moral realm. The alternative school students reported significantly more decision making opportunities.

However, while these results support the view that encouraging individuals to express opinions facilitates stage progression in moral reasoning, the reported changes are no greater than the changes produced with brief intervention programs (Blatt & Kohlberg, 1975; Keasy, 1973; Turiel, 1966).

Maul (1980) examined the moral reasoning of 75 high school students (45 females and 33 males) enrolled in an intensive educational setting. This research sought to ascertain the effect of this type of environment upon the development of moral reasoning in its students, as a function of the number of years of exposure to this environment. The investigator examined the moral reasoning of tenth, eleventh, and twelfth grade students enrolled in an intensive educational setting.

Intensive education was defined as the adoption of a time structure much different from that found in a traditional high school setting. A group of 12 to 25 students took one course with one teacher, all day long for seven weeks. The school day was restructured to allow for longer periods of time both for work and for socializing.

Any one of the courses would have students with an age range of four years, thus including a mixture of freshman, sophomores, juniors, and seniors.

The level of moral reasoning was obtained via the Defining Issues Test (DIT) (Rest, 1986) for the entire school population and a score on the MJI was obtained from only the seniors (there was no rationale given for doing this).

The overall results of the research indicated that students exposed to the environment at that particular high school appeared to exhibit development in the realm of moral and social reasoning in relation to the number of years they had been enrolled in the intensive educational setting (this was a cross-sectional study). The degree of development was highly correlated with the number of years of exposure to this particular environment. The author noted that intensive scheduling does not necessarily lead to a better moral atmosphere. However, Maul offered a plausible speculation, suggesting that a high morale at the intensive educational school may have existed because the majority of students enrolled in the school were from families with high socioeconomic status.

The essential point suggested by this investigation is that a number of variables exist that can contribute to creating an environment that can supply the conditions enabling moral reasoning to develop. The amount of time

spent in an intensive educational setting is only one of these variables.

In 1986, Arbuthnot and Gordon explored the moral reasoning development of high-risk, behavior-disordered (BD) adolescents participating in an intervention program (16-20 weekly, 45-min. sessions). It was hypothesized that adolescents at risk for juvenile delinquency would benefit both cognitively and behaviorally from an intervention program designed to accelerate the development of moral reasoning.

The 48 participants (13 females and 35 males) ranged in age from 13 to 17. The adolescent participants were identified for the study by teachers as aggressive and/or disruptive. The participants were compared with matched and randomly selected nonparticipating controls. Moral judgment was assessed via the MJI.

The findings indicated that the experimental group demonstrated an advance in moral reasoning stage as well as an improvement on several behavioral indexes, including behavior referrals, tardiness, academic performance, and police/court contacts. A 1-year follow-up for a subgroup of participants (n=22) showed significant effects for moral reasoning, behavior referrals, academic performance, teacher ratings, and absenteeism when compared with their scores on these indices the previous year.

A major criticism of this investigation focuses on the role played by the intervention. Were the behavioral improvements found in the study attributable to the intervention program? Perhaps the experimental group improved because of the extra attention they received rather than as a result of the intervention program. One must raise this point because no control group for attention was employed. The outcome might indeed have been a case of a "Hawthorne Effect." However, one must also consider that perhaps if high-risk BD adolescents are provided with the appropriate environmental stimulation, a rather brief intervention will be helpful in developing moral reasoning.

Rationale

Theoretical discussions have examined the experiences that promote the development of moral judgment. Cognitive developmentalists have examined how life experiences affect moral judgment (Kohlberg, 1969; Rest, 1984; Turiel, 1969). However, less frequently considered has been the effect of classroom style and environment on children's moral development.

One type of educational setting that would appear to be worth studying is the alternative high school for troublesome secondary students. However, in a review of the literature of the past two decades on the research dealing with alternative education for behaviorally disordered youths, such research was characterized as being of poor

quality (Mesinger, 1986). There is little research investigating the effects of this type of educational program in general and, more specifically, its effect on students classified as behaviorally disordered.

Research has been conducted investigating the moral reasoning of delinquent populations. Delinquent samples have been used because they constitute a group easily identified as deviant. Institutionalized or adjudicated delinquents have been compared on tests of moral reasoning with nondelinquents. The expectation that the moral reasoning of delinquents would be significantly lower than that of normal age-mates has been supported (Hudgins & Prentice, 1973; Campagna & Harter, 1975). The lower scores of the delinquent groups have been attributed to differential social experiences that frequently characterize the deviant groups in comparison to their non-deviant counterparts. However, some of the research has revealed inconsistent findings when examining the differences between the moral reasoning of delinquents and nondelinquents (see Blasi, 1980 for a thorough review of the research). Despite these inconsistencies, moral reasoning development does appear to covary with personality and behavioral characteristics of the delinquents themselves. Also, there is evidence suggesting that the moral reasoning of delinquents is significantly influenced by a variety of situational, motivational, and attitudinal variables.

Hetherington and Martin (1979) and Quay (1979) have emphasized that juvenile delinquency does not constitute a homogeneous grouping. Instead, delinquency is a legal classification that includes a variety of child psychopathologies. Furthermore, in studies investigating moral reasoning in delinquent samples, one of the defining characteristics of delinquency was institutionalization in a delinquent residence or a trial and conviction in court. Consequently, the classification of delinquency would exclude those individuals who participate in delinquent acts but fail to get caught.

Delinquency is a legal classification that does not constitute a meaningful diagnostic category. Because the behavioral patterns of arrested adolescents are highly diverse, a simple classification of delinquent versus nondelinquent is of limited utility for clinical decisions and research purposes. The classification of delinquency is further confounded by the amount of discretion that is available to police, judges, and correctional authorities in deciding which adolescents should be adjudicated (Martin & Fisher, 1978). The labeling of delinquency also depends upon factors such as the tolerance level of the community, the visibility of the offense, the social standing of the complainant, as well as the social status of the adolescent (Roucek, 1958). Furthermore, other research investigating moral reasoning development in deviant populations has

confounded behavior disorders with cognitive deficits (Freeman, Bliss, Glebink, 1980). Therefore, it appears to be advantageous to make use of a more homogeneous and more specified classification, such as behavioral disorders. Although this classification is also somewhat diverse, the criteria for labeling youth as behaviorally disordered are more clearly specified.

Psychological education, as noted earlier, has been effective in promoting moral development. Mackie (1974) undertook an investigation to determine the impact of a counseling course on the moral reasoning of low achieving students. After a semester, one-half of the participants increased at least one-third of a stage in moral judgment. Other empirical investigations support Mackie's findings (Harris, 1977; Paolitto, 1980; Sullivan, 1975).

In summary, alternative educational settings for BD youth appear to be beneficial atmospheres for the enhancement of moral reasoning. However, research assessing their effectiveness in this regard is nonexistent. Moreover, research investigating the moral reasoning of BD adolescents in comparison to that of their non-BD peers does not exist.

Research Questions

The purpose of the present study was to investigate the moral development status of three groups of adolescents enrolled in a traditional versus an alternative high school.

The first group consisted of non-BD students randomly selected from the traditional program. The second group consisted of BD students also enrolled in the traditional school. The third group consisted of BD students who attended the alternative school setting.

Five questions were the focus of this study:

(1) Is there a difference between the moral judgment of troublesome secondary students enrolled in an alternative versus a traditional educational setting?

(2) Is there a difference in moral reasoning between males and females within each educational setting?

(3) Is there an interaction between the gender of the students and the type of educational setting of which they are a part in relation to moral judgment?

(4) Is there a relationship between moral development and the length of time a student is enrolled in the alternative educational setting?

(5) How much importance do teachers in the different school settings attribute to the various characteristics which are believed to be conducive to the development of moral reasoning?

Significance of the Study

Schools play a vital socialization role in the pursuit of democratic goals. This role demands that schools help students acquire the proper knowledge and skills needed to be participating citizens in a democratic society. The

hypothesis that stages of moral and personal growth are associated with social behavior in schools is an important concern to educators.

Research investigating the potential relationship between the development of moral reasoning and the type of educational setting most conducive to the attainment of higher levels of moral judgment may provide information to those who are involved in structuring school and classroom environments for students. This information would also be particularly important for those concerned with stimulating moral development.

Also, considering the lack of research investigating alternative schools, any research which would help elucidate the impact this type of educational setting has on its students would be helpful for educators.

Both theory and research suggest that certain social skills are required for movement to higher levels of moral reasoning (Keasy, 1971; Walker, 1983). Studies of BD adolescents are relevant to this issue because BD students have more variable social skills, such as role-taking ability, than do non-disturbed adolescents. One of the main distinguishing characteristics of BD students is deficits in social skills performances (Kauffman, 1977). These social skill deficencies may be the most critical deterrent to adult adjustment for behaviorally disordered youth. Social skill deficits have been associated with juvenile

delinquency (Rott, Sells, & Golden, 1972), bad conduct discharges from the military (Rott, 1961), and psychiatric hospitalization (Goldsmith & McFall, 1975).

CHAPTER II

Method

Subjects

Initially, 241 parental permission slips were mailed to the homes of students selected to participate in the study. All students were selected from the 9th, 10th, 11th, and 12th grades. Students were selected from three public high schools in the Chicago suburban area, approximately 15 miles from downtown Chicago. Two of the high schools were traditional school settings from which the alternative school students had come. The group of randomly selected non-BD students consisted of adolescents who had not been identified as having behavior disorders and who were enrolled in the school's regular program. The BD students in the traditional school setting were also enrolled in the school's regular program but were receiving special help during a scheduled time of the school day in a resource room. This BD group consisted of students considered eligible for transfer to the alternative school. A list of students was compiled by identifying individuals in the schools who were enrolled in a resource room for BD student. If a student does not fare well with the special help provided in the resource room, he or she would be nominated to be enrolled in the alternative school setting. The third group was drawn from an alternative high school for BD students who have been unable to function in the traditional

school setting. The sample was predominantly white, from working to middle class homes.

The initial sample consisted of 122 randomly selected non-BD students (68 males and 54 females), 67 BD students enrolled in the traditional school (57 male and 10 female), and 52 BD students enrolled in the alternative school (38 male and 14 female). Included with each permission slip was a letter describing the study, a letter from the school principal giving full support of the study and encouraging student participation, and a self-addressed stamped envelope. Only approximately 12% of the parents responded to the mailing. Perhaps this was due to the parents' unfamiliarity with research and a lack of this type of research being conducted in this particular school district. Furthermore, several of the BD students enrolled in the traditional school program were unavailable due to truancy and out-of-school suspension. As a result of this low level of parental response, the investigator gave several of the selected students permission slips to take home and return the following day.

The sample for whom permission slips were eventually obtained consisted of 73 adolescents -- 35 non-BD high school students (14 male and 21 females) selected randomly from the entire high school population. 19 BD students enrolled in a traditional school setting (16 male and 3

female), and 19 BD students enrolled in an alternative high school setting (16 male and 3 female).

Seven of the randomly selected non-BD students (two male and five female), six of the BD students (all males) enrolled in the traditional school setting, and seven BD alternative school students (six males and one female) failed to meet criterion on the consistency check of the DIT as described in the test manual (Rest, 1986). Consequently, the final sample used in the study consisted of 53 subjects--28 randomly selected non-BD students (12 male and 16 female, mean age = 15.7 yr), 13 BD students (10 male and 3 female, mean age = 15.9 yr) enrolled in the traditional school setting, and 12 BD students (10 male and 2 female, mean age = 16.9 yr) enrolled in the alternative school setting. Ages for the entire sample ranged from 14.0 to 18.3 yr, with a mean of 16.0 yr.

Measures

The Defining Issues Test (see Appendix A)

Although Kohlberg's theory seems to be a useful model for assessing stages of moral development, the method of assessment involved requires lengthy interviews and ratings by trained scorers. For purposes of the current study, the Defining Issues Test (DIT), developed by Rest, Cooper, Coder, Masanz, and Anderson (1974), was chosen to determine the student's moral reasoning development.

Theoretically, the DIT differs from Kohlberg's test in the manner in which the term "stage" is defined. Although both focus on the development of moral reasoning, Rest (1984) believes that the the concept of stage is much more complex than does Kohlberg. He rejects the concept of the "structured whole." Instead, he believes that stage mixture and stage fluctuation should be considered in the assessment of an individual's moral judgment.

The DIT short form consists of the three stories that have the highest correlations with the full six-story form. Rest (1986) maintains that the short form has substantially the same properties as the longer version. Three "dilemmas" are presented in the administration of this instrument. In each case, 12 issues are raised that call for rating and ranking responses from the subject. That is, for each of the three dilemmas, the subjects are asked to indicate how important each of the 12 issues is in deciding what ought to be done. The subjects rate the 12 issues on a Likert type scale of importance ("most," "much," "little," "none"). Also, the subjects identify and rank what they consider to be the four most important issues. The DIT yields score percentages (i.e., for Stages 2, 3, 4, 4 1/2, 5A, 5B, and 6) and a "D" index. The D score is an overall index of moral judgment development which uses information from all stages rather than from only Stage 5 and 6 items. Investigators have indicated that the D index is more likely to discern

developmental trends and lower stage reasoning than any of the other DIT scores (Lawrence, 1987). The D index ranges from 0 to 28 and can be scored by computer. The weighting of the items to arrive at the D score was empirically derived by devising a scoring algorithm (for further information regarding the scoring algorithm of the D score, see Appendix B). An assumption of the D index is that both persons and moral reasons can be assigned scale values on a single underlying continuum of moral development. Moreover, the scale value of an item (i.e., moral reason) characterizes the stage of moral reasoning expressed by the statement that the subject endorses as well as the amount of importance the subject attributes to the statement. The scale value for each subject is a score that characterizes his or her level of moral reasoning. That is, the subject is assumed to attach the most importance to statements that express a level of moral reasoning that is nearest to his or her own level of moral reasoning.

Reliability. The DIT is an objectively scored measure of moral development which minimizes scorer error. Its stability, as assessed via test-retest correlation (two weeks), is relatively high (r = .81) (Rest et al., 1974).

In addition, two internal reliability indices are used as a check on the usefulness of each subject's information. First, there is an "M" score, which refers to the sum of the weights given to pretentious but meaningless items. These

items do not represent any stage of thinking but rather indicate a subject's tendency to endorse statements for their pretentiousness rather than their meaning. If subjects consistently rate and rank the M items high, a question arises as to whether the subject has the proper test taking set, and the protocol must be discarded. Any one protocol yielding an M score of 4 or more is eliminated.

Second, a consistency check determines if the subject's rating and ranking of items are internally consistent for each dilemma. This involves a comparison of a subject's ratings with a subject's rankings. If a subject ranks an item first, then his or her ratings for that item should not be lower than the ratings he or she gives to any other item. A subject's protocol is discarded if there are inconsistences on more than two stories, or if the number of inconsistencies on any story exceeds eight instances. Also, if a subject shows little discrimination in his rating, suspicion arises as to whether the subject is taking the test seriously. Therefore, a protocol is discarded if two stories have more than nine items rated the same.

The DIT has the most extensive data base yet collected with respect to any single measure of moral development. Also, no other measure of moral judgment exists that has repeatedly demonstrated such high reliability and validity. Evidence that the DIT measures the construct of moral judgment comes in the form of several different types of

information (i.e., criterion group validity, longitudinal change validity, convergent-divergent correlational validity, etc.). For example, when the DIT is compared with other measures of moral reasoning (various versions of Kohlberg's MJI and the Comprehension of Moral Concepts test), the correlations range as high as the .60's and .70's. Correlations with other measures that are not assumed to be directly related to moral reasoning, such as tests of attitudes and personality, are rarely high or significant (Rest, 1979).

Teacher Questionnaire (see Appendix C)

A questionnaire was devised to ascertain teachers' attitudes toward classroom practices that are conducive to moral development. The items on the rating scale were devised based on activities identified in the literature as facilitating the development of moral reasoning in a classroom setting. The questionnaire consists of 30 items and respondents respond to these items on a 7-point scale of importance (very important to not important).

Procedures

The Defining Issues Test

The DIT was administered to groups consisting of approximately four or five students. The same female investigater administered the measure to all of the groups. The subjects took the DIT during their regularly scheduled classroom time. The investigater administered the DIT to

the students in a classroom in the school setting in which they were currently enrolled. The administration took approximately 20 to 30 minutes. Specific instructions were given by reading aloud the information on the first page of the DIT with the students and carefully going through the illustrated example of the DIT format. Emphasis was placed on the idea that opinions were being sought and that there were no right or wrong answers. The students completed the test independently. The following instructions were given:

> I am interested in each of your opinions about controversial social issues. Different people have different opinions. In making a decision about social problems, what should be the most important questions a person asks themself? On what basis whould you want people to determine what is most important in these stories?

Subjects' "D" scores were computed as the measure of moral reasoning with the use of the scoring service of the Minnesta Moral Research Projects (Rest, 1986).

Achievement Test Scores

Achievement test scores were sought for each of the participating students from their permanant records. However, the majority of BD students, both in the traditional and alternative settings, did not have achievement test scores available. This may be due to the fact that BD students often evidence school failure and may

be absent on the days that achievement tests are administered. Also, once a student is placed in the alternative setting, he or she is no longer required to take achievement tests. Studies indicate that most students with behavior disorders have IQ scores that fall within the normal functioning range (for a review, see Kauffman, 1977), and IQ scores would not predict the average degree of academic achievement of the BD student.

The Teacher Questionnaire

The questionnaire was put in the teachers' mail boxes along with a cover letter briefly describing the study. The questionnaire required teachers to indicate the school in which they were teaching as well as the subject they taught. Sixty-five teachers responded from the three high schools described earlier. This included 61 teachers from the traditional school setting and 4 teachers from the alternative school setting.

School Information

A list of questions (see Appendix D) was devised to ascertain some of the differences in environmental and situational characteristics that may exist across the participating schools. The investigator gave each of the school principals a list of questions. Each principal responded independently.

Design

The dependent variable in this study was the individual's moral reasoning score as revealed by the DIT's D index. There were two independent variables in this study. (1) group (random group [non-BD enrolled in traditional school setting], BD group enrolled in traditional school setting, BD group enrolled in the alternative setting), and (2) sex (male, female).

CHAPTER III

Results

Moral Reasoning

The means and standard deviations of the D scores, broken down by group and sex, are reported in Table 1. The data from the two traditional school settings were collapsed. Moral reasoning was examined in a 3 (group--random group, BD group in traditional setting, and BD group in alternative setting) X 2 (sex -- male, female) unweighted means ANOVA design (see Table 2). A significant main effect for group, $F(2, 47) = 5.34$, $p<.01$, was found. The Tukey/Kramer follow-up procedure for unequal n's indicated that the BD students in the traditional school setting had D scores (M=13.90) that were significantly lower (at the .05 level) than the randomly selected non-BD students' D scores (M=18.17). The BD alternative school students had D scores (M=14.84) that were not significantly different (at the .05 level) from the D scores of the BD traditional school students (M=13.90). The BD students in the alternative school had D scores (M=14.84) that were not significantly lower than the scores of the random non-BD students at the .05 level. Although there was not a significant difference at the .05 level between the BD alternative students and the random non-BD students, the BD

alternative students more closely resemble the BD traditional students than the random non-BD students.

The main effect for sex was not found to be significant, $F(1, 47) = .45$, $p>.05$. However, one must be cautious when interpreting these results because the sample sizes, particularly for females in the BD groups, were extremely small. The interaction of group X sex, $F(2, 47) = .23$, $p>.05$, did not approach significance.

Table 1

Means and Standard Deviations for DIT D Scores by Group and Sex

Group	D Score	SD	n
Random Non-BD	18.17	4.51	28
Females	18.36	4.97	(16)
Males	17.91	4.02	(12)
BD-Traditional	13.90	4.35	13
Females	15.88	6.17	(3)
Males	13.31	3.88	(10)
BD-Alternative	14.84	3.17	12
Females	15.09	5.11	(2)
Males	14.79	3.06	(10)

Table 2

ANOVA Summary Table

DScore by Group and Sex

Source	df	SS	MS	F
Group	2	197.81	98.91	5.34*
Sex	1	8.43	8.43	.45
Group x Sex	2	8.43	4.22	.23
Error	47	870.25	18.52	
Total	52	1084.92	20.86	

*p<.01

Relationship between Time in Alternative School and Moral Reasoning

The relationship between time enrolled in the alternative school and moral reasoning was examined using the Pearson product-moment correlation coefficient. The correlation between time (months) and D score was positive, but not significant ($r=.35$, $p>.05$). With age partialed out ($r=.14$, $p>.05$), the correlation decreased further. Table 3 presents a breakdown of subjects' D scores, indicating their times enrolled in the alternative program, as well as their ages. One may note the variability of D scores exhibited by students enrolled in the alternative school.

Table 3

Subject's Time in Alternative Setting by Age and D Score

Subject	Months in Alternative	Age (in yrs)	D Score
1	0	17.4	15.45
2	1	18.3	17.99
3	1	14.0	13.47
4	5	16.6	14.97
5	6	16.4	13.83
6	7	16.3	13.70
7	7	16.4	7.75
8	10	16.8	11.48
9	13	16.9	18.47
10	21	17.9	15.00
11	24	17.8	18.71
12	37	17.8	17.08

Teacher Questionnaire

Initially, a factor analysis (principle components) was executed. One interpretable factor emerged after careful inspection was given to eigenvalues and factor loadings. A coefficient alpha was computed to examine the internal reliability of the teacher questionnaire. The alpha coefficient was .89. An alpha coefficient this high gives strong evidence for the presence of a high degree of internal consistency. Consequently, teachers' total scores on the questionnaire were computed and used as the dependent variable.

The means and standard deviations, broken down by school, are presented in Table 4. Attitudes toward classroom practices that are thought to be conducive to moral development were examined. One should note the small variability evidenced in the scores of the alternative school teachers in comparison to the variabilities of the scores of the traditional school teachers. It is apparent that more unanimity of opinion existed within the alternative school teacher group than within the traditional school teacher groups.

Because of the small n (4) in the alternative school group and the heterogeneity of the variances, further analyses of these data will not be reported.

Table 4

Means and Standard Deviations of Teacher Questionnaire by School

School	Mean	SD	n
Traditional School - 1	178.89	14.66	37
Traditional School - 2	175.85	20.05	20
Alternative School	177.50	6.40	4
Overall	177.80	16.14	61

School Characteristics

As mentioned earlier, a questionnaire was devised to ascertain school characteristics. Principals in the participating schools agreed to complete the questionnaire (see Appendix D). A summary of their responses is presented in Table 6. One may note the many differences that exist between the alternative school setting and traditional school setting. The alternative school is smaller, with a larger teacher/student ratio. Students in the alternative school stay in the same classroom with the same teacher throughout the entire school day. As a result of the alternative being a special educational placement, much more individualized instruction takes place. Also, the alternative school possesses many of the general characteristics (e.g., informality, small school, etc.) found in other alternative schools. The method of discipline employed at the alternative school is variable, meaning that discipline depends on the transgression as well as the student who transgressed. This is quite a different method of discipline in comparison to the traditional school, where students are frequently given detentions and suspensions.

Table 5

School Characteristics

Characteristic	Traditional Schools	Alternative School
Number of students enrolled	2732	68
Students in each classroom	19-24	10
Teacher/Student Ratio	1:15	1:5
Length of School Day (Hours)	6.5	3*
Free-time for Students (Minutes)	50	30
Length of time in each class (Minutes)	50	120
Extracurricular Activities	yes	yes
Length of Teacher's School Day (Hours)	8	8
Consequences for Misbehavior	explicitly stated	variable
Student Grouping	Homogeneous (Ability Levels)	Heterogeneous
Age Range in Classrooms	1 or 2 year spread	6 or 7 year spread
Teacher Autonomy	yes	yes

*Students under 16 years of age must attend 6 hours a day. However, students 16 and older attend school 3 hours and participate in a work program the rest of the school day.

Moral Reasoning and Age

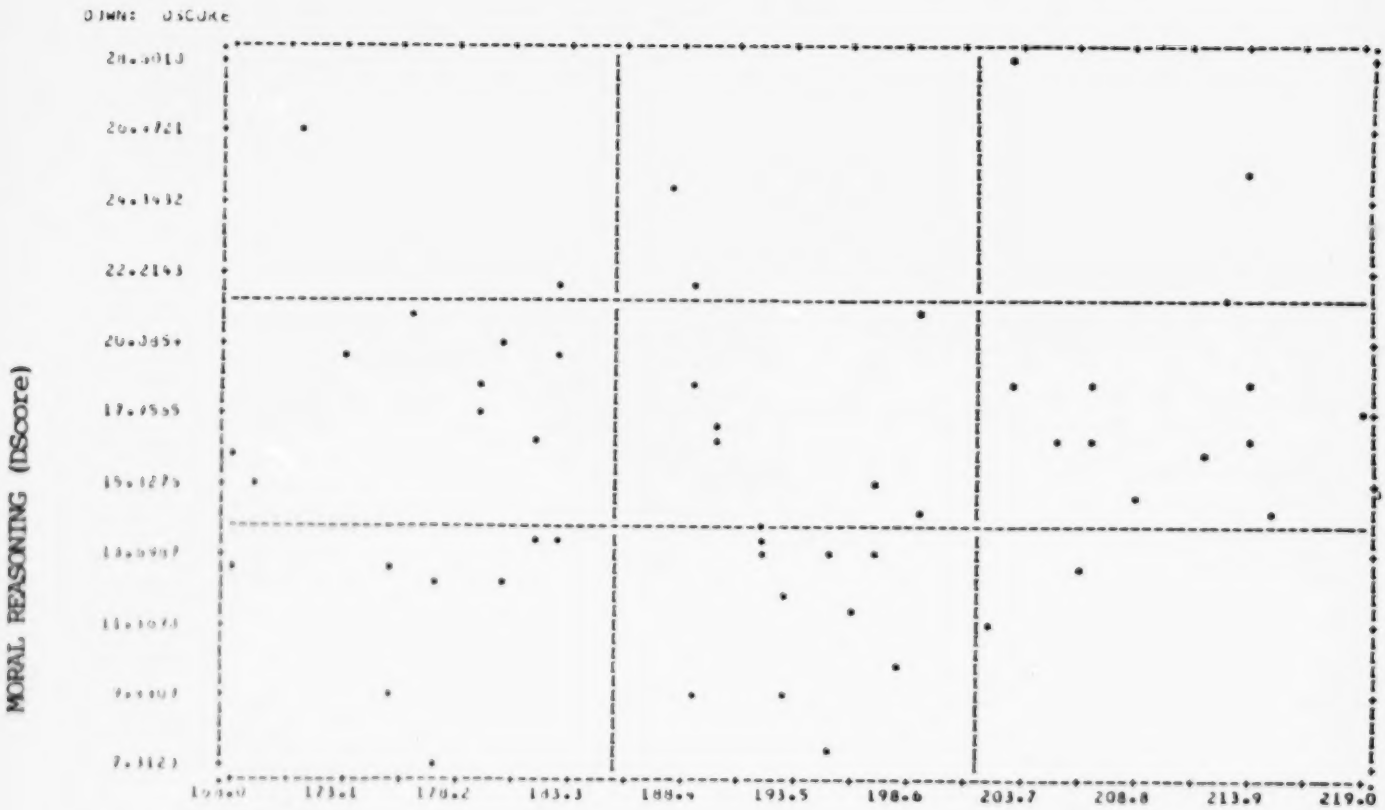
A careful inspection of the data indicated that further analyses were warranted. Previous research investigating moral reasoning has found age to be significantly related to moral reasoning scores (Colby et. al., 1983; Hains & Miller, 1980). Table 6 presents the means and standard deviations of D scores broken down by school and age. Inspection of the scatterplot (Figure 1) indicates the lack of a relationship between moral reasoning and age. Furthermore, the obtained correlation ($r=.11$, $p>.05$) substantiates this observation.

Table 6

Means and Standard Deviations of D Scores by Group and Age

	Mean	SD	n
Non-BD Traditional Students			
Age			
14	18.68	5.8	4
15	17.74	3.4	9
16	17.14	4.1	11
17	20.25	7.7	3
18	25.06	.0	1
BD Traditional Students			
Age			
14	12.95	5.3	2
15	12.73	5.4	3
16	11.05	2.4	4
17	17.09	.1	2
18	19.14	3.2	2
BD Alternative Students			
Age			
14	13.47	.0	1
16	12.56	3.3	4
17	15.19	3.6	3
18	17.20	1.6	4

Figure 1. Relationship between moral reasoning and age



CHAPTER IV

Discussion

In a number of respects, the present results suggest that the moral reasoning of BD students enrolled in an alternative setting is similar to the moral reasoning of BD students enrolled in a traditional school setting.[2] Furthermore, both of the BD groups are lower in moral reasoning in comparison to their non-BD peers. This conclusion is clearly indicated by the D scores, as generated from the DIT. The finding that BD students have lower moral reasoning scores is in accordance with the results of similar research investigating deviant groups (Freeman, Bliss, & Glebink, 1980; Hains & Miller, 1980). Previous explorations of variations in the development of moral reasoning have used samples that can easily be characterized as deviant from the norm (Hudgins & Prentice, 1973; Campagna & Harter, 1975). Research has indicated that delinquent and predelinquent children (as well as emotionally disturbed and learning disabled) are arrested in their ability to reach age-appropriate levels of moral reasoning development. Deviant youth have been found to be egocentric (Chandler, 1973), to misunderstand the

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[2]The author acknowledges the limitations that are evident in this study. These results must be interpreted cautiously, in view of the small sample size and non-random selection of schools.

perspectives and circumstances of others (Campagna & Harter, 1975), to succumb to environmental pressures and the influences of peers (Fodor, 1971, 1972; Jarkovic, 1980; Kohlberg, 1978), and to utilize less adequate reasoning processes in social situations. Moreover, researchers investigating special education populations have noted that these groups are often deprived of the parental, peer, and institutional stimulation necessary to promote moral reasoning development. As a result, children and adolescents in special education programs, whether institutionally based or day operated, lag behind peers in social and moral development (Freeman, Bliss, & Glenik, 1980; Hains & Miller, 1980). Unfortunately, special education students have not received the research attention they deserve in the area of moral reasoning development.

Development in moral reasoning is a by-product of general social development. Those aspects that most differentiate subjects scoring high or low on the DIT are not specific "moral" experiences, but events that are likely to encourage social development in general (Rest, 1986). Hence, development in moral reasoning appears to be a result of general social development. The interconnectedness of social-emotional and intellectual development is recognized by researchers in developmental psychology, childhood

psychopathology, and education (Kohlberg, 1969; Furth, 1980).

Clearly, the process through which moral reasoning develops cannot be sufficiently understood unless multiple cognitive and environmental variables are addressed. As noted previously, environmental stimulation of moral reasoning development is facilitated through several components (i.e., cognitive moral conflict, role-taking, consideration of fairness and morality, exposure to the next stage of development, and active participation in group decision-making). Different social experiences and less mature moral reasoning frequently characterize the deviant groups in comparison to their non-deviant counterparts. Difficulty in developing warm and reciprocal friendships exacerbates existing problems and sets the stage for a number of interpersonal problems in adulthood. Both theory and research suggest that certain social skills are required for movement to higher levels of moral reasoning (Keasy, 1975; Walker, 1980). This is particularly important for the study of BD students because they possess more variable social skills than non-disturbed students. Researchers have suggested factors that affect moral reasoning development, such as schools, peers, and parents. The focus of this research was on the effects of school setting; however, peer influences also call for consideration. A discussion of

each of these components as they relate to the moral reasoning development of BD adolescents follows below.

Although previous research indicates that an alternative school setting has facilitative effects on moral reasoning development (Cilncny, Leif, and Young, 1977; Crookenberg & Nicolayev, 1979; Maul, 1980; Turiel, 1976), the present study failed to find evidence for such effects with BD students. Previous research involved students who had chosen to attend an alternative school and who differed from BD students. One can speculate that the students enrolled in alternative school settings in the previous research included gifted nonconformists and students who possessed the initiative and maturity to choose an education more congruent with their needs. However, the BD students in the present study had little or no choice about attending the alternative school. Furthermore, BD students possess a variety of behavioral characteristics that inhibit their ability to learn in a traditional school setting.

Perhaps the deficit in moral reasoning results from deficits in cognitive abilities. A possible explanation may be that BD students have been unable to attain the appropriate cognitive skills as a result of their inability to fuunction in a classroom setting. Additionally, family backgrounds of the BD alternative school students in the present study may differ from the family backgrounds of non-BD alternative school students who served as subjects in

previous research. Moreover, the present alternative setting may be quite different from the alternative settings involved in the previous research with respect to a number of unknown and uncontrolled extraneous variables. Although the characteristics of the alternative setting are different (i.e., school size, teacher/pupil ratio, mixture of ages, etc.) than those characteristics found in the traditional setting, perhaps school characteristics are not as important as student characteristics. That is to say, perhaps it is not so much the setting that relates to moral growth but rather the type of student enrolled in the particular setting that matters.

An individual's level of moral reasoning structures his or her perceptions of moral conflict. Perhaps the BD students in the alternative school were unable to fully appreciate the facilitative setting because their level of moral reasoning development was already being affected by other more salient aspects that affect moral growth (e.g., stage of cognitive development, social skills, perspective taking ability). The alternative school setting may only be conducive to moral reasoning development for students who are at higher levels of moral development and are able to take full advantage of the experiences that the alternative setting has to offer.

It should be noted that students selected for placement in the alternative school setting have more severe behavior

disorders than the BD students who remain in the traditional setting. The fact that the two groups appeared comparable in moral development might indicate that the alternative school is in fact having a beneficial effect on its students, who would otherwise be found to be inferior to the BD students not placed in the alternative setting. However, this speculation must be interpreted cautiously because the correlation between moral reasoning and time in the alternative school was not significant. Perhaps only a longitudinal study would shed light on this finding.

Although the school environment may be an important determinant of moral reasoning development, consideration should also be given to the role of the peer group. According to Piaget (1932), the emergence from objective morality is largely facilitated by peer interactions. During such interactions, mutual repect grows out of demands for reciprocity made by peers. Moreover, social interaction is an important source of disequilibrium and facilitates progression through the stages of moral development. Peer interactions enable adolescents to develop and enhance their social skills through mutual exploration and feedback.

The influence of the peer group increases as children mature into adults. Indeed, moral judgments are more influenced by the opinions of peers during adolescence than during any other stage of development (Lavrinenko, cited in Panella, Cooper, & Henggler, 1982). A distinguishing

characteristic of BD students is the presence of deficits in social skills: thus, BD students may be excluded from activities involving interpersonal experiences, such as team sports and clubs, because of their deviant behavior. As a result, BD youth may not experience the social participation that is necessary to promote moral reasoning. Furthermore, if social circumstances promote the clustering of BD students (as was the case in the alternative school involved in the present study), such students may experience limited opportunities to develop meaningful understanding of viewpoints different from their own. To the extent that fairly uniform, immature moral reasoning is a characteristic of the BD peer group, no real challenge to the existing structure of thought exists. Thus, BD individuals may not experience the cognitive conflict that is necessary to move on to higher levels of moral reasoning.

One of the fundamental social processes which stimulates moral development is role-taking opportunities. These opportunities are, in part, a function of the quality and the amount of social participation individuals experience in their peer group. Researchers suggest that both quality and quantity of an individual's social participation facilitate moral development. Kohlberg (1976) has argued that role-taking ability should be directly related to amount of social participation. Higher levels of moral development have been found to be positively related

to extent of social participation (Keasy, 1971). Perhaps BD youth experience a deficit in both the quality and quantity of social participation and role-taking experiences available to them. BD adolescents experience difficulty in maintaining satisfactory interpersonal relationships, both with peers and teachers. Consequently, the BD youth is unable to develop the necessary prerequisites required to attain higher levels of moral reasoning.

Adolescents who evidence pronounced interpersonal difficulties have concomitant problems in role-taking ability. The role-taking ability of well-adjusted adolescents is greater than that of chronic juvenile delinquents and of emotionally disturbed children and adolescents (Chandler, 1973; Chandler et al., 1974). Also, the social perspective-taking skills of disturbed adolescents are less extensive than those of normal adolescents.

Inspection of the scatterplot indicates a nonexistent relationship between moral reasoning and age. Indeed, development of moral reasoning in high school may be slight and changes may be evidenced only over a larger time span. Furthermore, the small sample size in this study limits the generalizability of these findings. In addition, the students who participated in this study may not be truly representative of the sample from which they were drawn. Indeed, a number of differences probably exist between those

students who chose to participate and those students who chose not to participate. Moreover, several of the students in the alternative school declined to participate. It seems likely that the alternative school environment, which encourages students to express their opinions openly, would also make students feel freer to decline to participate in an activity such as that involved in the present research.

Sampling shortcomings are difficult to avoid with nonlaboratory, in situ human research. A larger sample size would be needed to permit a firm conclusion that BD students are deficient in their moral reasoning development. Obviously, this finding is in need of replication.

Education is strongly related to moral reasoning development (Rest & Thoma, 1985). Researchers indicate that, once individuals terminate their education, moral reasoning development ceases (Rest, 1986). Furthermore, BD students constitute a population at risk for dropping out of high school. If the most severely disturbed BD students are not placed in an alternative school setting, dropping out of school may occur at a high rate for them and, consequently, they may strongly tend to experience an arrest in moral reasoning development.

The finding suggesting no sex differences is in accordance with other studies using the DIT. Previous DIT research has indicated that sex differences are rarely significant. In previous research, less than one-half of 1%

of the variance in DIT scores is attributable to male/female differences (Rest, 1986). However, in the present study the finding indicating no sex differences should be interpreted cautiously due to the extremely small number of females in both of the BD groups.

It would be extremely useful if researchers were to assess the links among role-taking skills, psychopathology, family relations, and peer relations when investigating moral development in BD youth. Also, investigators should attempt to illuminate the developmental differences that exist between BD and non-BD youth in relation to moral reasoning. Research must provide increased understanding of the complex interactions among cognitive social skills, behavioral social skills, and adolescent psychosocial functioning. Finally, researchers should investigate the moral reasoning of students who have dropped out of high school to ascertain whether these students do indeed become arrested in moral reasoning development.

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Appendix A

The Defining Issues Test

OPINIONS ABOUT SOCIAL PROBLEMS

This questionnaire is aimed at understanding how people think about social problems. Different people often have different opinions about questions of right and wrong. There are no "right" answers in the way that there are right answers to math problems. We would like you to tell us what you think about several problem stories. The papers will be fed to a computer to find the average for the whole group, and no one will see your individual answers.

Please give us the following information:

Name _____ _____female

Age _____Class and period _____ _____male

School_____

• • • • • • • • •

In this questionnaire you will be asked to give your opinions about several stories. Here is a story as an example.

Frank Jones has been thinking about buying a car. He is married, has two small children and earns an average income. The car he buys will be his family's only car. It will be used mostly to get to work and drive around town, but sometimes for vacation trips also. In trying to decide what car to buy, Frank Jones realized that there were a lot of questions to consider. Below there is a list of some of these questions.

If you were Frank Jones, how important would each of these questions be in deciding what car to buy?

Instructions for Part A: (Sample Question)

On the left hand side check one of the spaces by each statement of a consideration. (For instance, if you think that statement #1 is not important in making a decision about buying a car, check the space on the right.)

IMPORTANCE:

Great	Much	Some	Little	No	
				✓	1. Whether the car dealer was in the same block as where Frank lives. (Note that in this sample, the person taking the questionnaire did not think this was important in making a decision.)
✓					2. Would a *used* car be more economical in the long run than a *new* car. (Note that a check was put in the far left space to indicate the opinion that this is an important issue in making a decision about buying a car.)
		✓			3. Whether the color was green, Frank's favorite color.
				✓	4. Whether the cubic inch displacement was at least 200. (Note that if you are unsure about what "cubic inch displacement" means, then mark it "no importance.")
✓					5. Would a large, roomy car be better than a compact car.
				✓	6. Whether the front connibilies were differential. (Note that if a statement sounds like gibberish or nonsense to you, mark it "no importance.")

Instructions for Part B: (Sample Question)

From the list of questions above, select the most important one of the whole group. Put the number of the most important question on the top line below. Do likewise for your 2nd, 3rd and 4th most important choices. (Note that the top choices in this case will come from the statements that were checked on the far left-hand side—statements #2 and #5 were thought to be very important. In deciding what is the *most* important, a person would re-read #2 and #5, and then pick one of them as the *most* important, then put the other one as "second most important," and so on.)

MOST	2ND MOST IMPORTANT	3RD MOST IMPORTANT	4TH MOST IMPORTANT
5	2	3	1

HEINZ AND THE DRUG

1.3

In Europe a woman was near death from a special kind of cancer. There was one drug that doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost to make. He paid $200 for the radium and charged $2,000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about $1,000, which is half of what it cost. He told the druggist that his wife was dying, and asked him to sell it cheaper or let him pay later. But the druggist said, "No, I discovered the drug and I'm going to make money from it." So Heinz got desperate and began to think about breaking into the man's store to steal the drug for his wife.

Should Heinz steal the drug? (Check one)

_____Should steal it _____Can't decide _____Should not steal it

IMPORTANCE:

Great	Much	Some	Little	No	
					1. Whether a community's laws are going to be upheld.
					2. Isn't it only natural for a loving husband to care so much for his wife that he'd steal?
					3. Is Heinz willing to risk getting shot as a burglar or going to jail for the chance that stealing the drug might help?
					4. Whether Heinz is a professional wrestler, or has considerable influence with professional wrestlers.
					5. Whether Heinz is stealing for himself or doing this solely to help someone else.
					6. Whether the druggist's rights to his invention have to be respected.
					7. Whether the essence of living is more encompassing than the termination of dying, socially and individually.
					8. What values are going to be the basis for governing how people act towards each other.
					9. Whether the druggist is going to be allowed to hide behind a worthless law which only protects the rich anyhow.
					10. Whether the law in this case is getting in the way of the most basic claim of any member of society.
					11. Whether the druggist deserves to be robbed for being so greedy and cruel.
					12. Would stealing in such a case bring about more total good for the whole society or not.

From the list of questions above, select the four most important:

Most important _____ Second most important _____

Third most important _____ Fourth most important _____

ESCAPED PRISONER

A man had been sentenced to prison for 10 years. After one year, however, he escaped from prison, moved to a new area of the country, and took on the name of Thompson. For 8 years he worked hard, and gradually he saved enough money to buy his own business. He was fair to his customers, gave his employees top wages, and gave most of his own profits to charity. Then one day, Mrs. Jones, an old neighbor, recognized him as the man who had escaped from prison 8 years before, and whom the police had been looking for.

Should Mrs. Jones report Mr. Thompson to the police and have him sent back to prison? (Check one)

____Should report him ____Can't decide ____Should not report him

IMPORTANCE:

Great	Much	Some	Little	No	
					1. Hasn't Mr. Thompson been good enough for such a long time to prove he isn't a bad person?
					2. Everytime someone escapes punishment for a crime, doesn't that just encourage more crime?
					3. Wouldn't we be better off without prisons and the oppression of our legal systems?
					4. Has Mr. Thompson really paid his debt to society?
					5. Would society be failing what Mr. Thompson should fairly expect?
					6. What benefits would prisons be apart from society, especially for a charitable man?
					7. How could anyone be so cruel and heartless as to send Mr. Thompson to prison?
					8. Would it be fair to all the prisoners who had to serve out their full sentences if Mr. Thompson was let off?
					9. Was Mrs. Jones a good friend of Mr. Thompson?
					10. Wouldn't it be a citizen's duty to report an escaped criminal, regardless of the circumstances?
					11. How would the will of the people and the public good best be served?
					12. Would going to prison do any good for Mr. Thompson or protect anybody?

From the list of questions above, select the four most important:

Most important_____ Second most important _____

Third most important _____ Fourth most important _____

Fred, a senior in high school, wanted to publish a mimeographed newspaper for students so that he could express many of his opinions. He wanted to speak out against the war in Viet Nam and to speak out against some of the school's rules, like the rule forbidding boys to wear long hair.

When Fred started his newspaper, he asked his principal for permission. The principal said it would be all right if before every publication Fred would turn in all his articles for the principal's approval. Fred agreed and turned in several articles for approval. The principal approved all of them and Fred published two issues of the paper in the next two weeks.

But the principal had not expected that Fred's newspaper would receive so much attention. Students were so excited by the paper that they began to organize protests against the hair regulation and other school rules. Angry parents objected to Fred's opinions. They phoned the principal telling him that the newspaper was unpatriotic and should not be published. As a result of the rising excitement, the principal ordered Fred to stop publishing. He gave as a reason that Fred's activities were disruptive to the operation of the school.

Should the principal stop the newspaper? (Check one)

_____ Should stop it _____ Can't decide _____ Should not stop it

IMPORTANCE:

Great	Much	Some	Little	No	
					1. Is the principal more responsible to students or to the parents?
					2. Did the principal give his word that the newspaper could be published for a long time, or did he just promise to approve the newspaper one issue at a time
					3. Would the students start protesting even more if the principal stopped the newspaper?
					4. When the welfare of the school is threatened, does the principal have the right to give orders to students?
					5. Does the principal have the freedom of speech to say "no" in this case?
					6. If the principal stopped the newspaper would he be preventing full discussion of important problems?
					7. Whether the principal's order would make Fred lose faith in the principal.
					8. Whether Fred was really loyal to his school and patriotic to his country.
					9. What effect would stopping the paper have on the student's education in critical thinking and judgments?
					10. Whether Fred was in any way violating the rights of others in publishing his own opinions.
					11. Whether the principal should be influenced by some angry parents when it is the principal that knows best what is going on in the school.
					12. Whether Fred was using the newspaper to stir up hatred and discontent.

From the list of questions above, select the four most important:

Most important_____ Second most important_____

Third most important_____ Fourth most important_____

Appendix B

The D Score

The D index reflects a subject's preference for principled reasoning over conventional and preconventional reasoning. The D score is entirely based on ratings of the items (i.e., the 1 to 5 ratings on the left side of each dilemma on the DIT). To compute D, the subject's rating of each item is initially standardized by subtracting the mean of the subject's item ranking, subtracting an item mean computed from a standardization sample, and adding in the grand mean computed from the same standardization sample (see Equation 1).

Equation 1

$$\tilde{x}_{ij} = x_{ij} - \bar{x}_{.j} - \bar{x}_{i.} + \bar{x}_{..}$$

$\tilde{x}_{ij}$ = double standardized response of subject i to item j.

x_{ij} = the rating given by subject i to item j.

$\bar{x}_{i.} = 1/n \sum_{j} x_{ij}$, where n is the number of items.

$\bar{x}_{j.} = 1/n \sum_{i} x_{ij}$, the mean response to item j in a standardization sample of N -1080 $\bar{x}_{j}$.

$\bar{x}_{..} = 1/Nn \sum_{i} \sum_{j} x_{ij}$, the grand mean of responses in the standardization sample.

The D score itself is a weighted sum of double standardized item responses where the weights were empirically derived via a scaling algorithm.

Equation 2

$$D_i = \sum_{j} w_j \tilde{x}_{ij}.$$

D_i = the D score of subject i.

w_j = the empirically derived weight for item j.

$\tilde{x}_{ij}$ = the double standardized response of subject i to item j.

Appendix C
Teacher Questionnaire

SCHOOL NAME_____
SUBJECT AREA_____

SURVEY

HOW IMPORTANT ARE THE FOLLOWING CHARACTERISTICS TO YOUR CLASSROOM SETTING? (PLEASE CIRCLE YOUR RESPONSE)

	VERY IMPORTANT						NOT IMPORTANT
	7	6	5	4	3	2	1
1. The teacher encourages students to think about the points of view of the other students in a discussion.	7	6	5	4	3	2	1
2. Students are given opportunities to role-play the reactions of an opposing student's point of view.	7	6	5	4	3	2	1
3. The teacher raises issues of fairness for all students to consider when making a decision.	7	6	5	4	3	2	1
4. The teacher raises issues of moral difficulty and uncertainty, such as determining if a law is fair and just.	7	6	5	4	3	2	1
5. The teacher encourages students to think about both sides of an issue.	7	6	5	4	3	2	1
6. The teacher demonstrates concern for the students' welfare.	7	6	5	4	3	2	1
7. The teacher expects the students to actively demonstrate concern for other individuals in the classroom.	7	6	5	4	3	2	1
8. The students are expected to actively participate in group decision making about moral decisions.	7	6	5	4	3	2	1
9. There is a sense of community: Students demonstrate concerns for the individual as well as for the group.	7	6	5	4	3	2	1
10. Students actively demonstrate a concern for the rules in the classroom.	7	6	5	4	3	2	1
11. All students are encouraged to have an active voice in the classroom.	7	6	5	4	3	2	1
12. Students believe rules and decisions are fair.	7	6	5	4	3	2	1

13. The student feels he belongs to a classroom group which he likes.	7	6	5	4	3	2	1
14. The student feels he belongs to a classroom group he is proud of.	7	6	5	4	3	2	1
15. The student feels he belongs to a classroom group which he feels cares about him.	7	6	5	4	3	2	1
16. The student feels he belongs to classroom group which he cares about.	7	6	5	4	3	2	1
17. When discussing a problem, the students and teachers present their views and try to work out a resolution.	7	6	5	4	3	2	1
18. Students feel an obligation to live up to the standards that have been set.	7	6	5	4	3	2	1
19. Students feel free to volunteer their own opinions.	7	6	5	4	3	2	1
20. Teachers view students as valuable coparticipants.	7	6	5	4	3	2	1
21. The teacher allows ample opportunity for students to ask questions and discuss topics.	7	6	5	4	3	2	1
22. Teacher permits students to suggest additional or alternative answers.	7	6	5	4	3	2	1
23. The teacher is interested in students' personal opinions.	7	6	5	4	3	2	1
24. The teacher asks for students' opinions about plans for projects.	7	6	5	4	3	2	1
25. The teacher asks for students' opinions about grades.	7	6	5	4	3	2	1
26. The teacher makes changes in plans based on students' suggestions.	7	6	5	4	3	2	1
27. The teacher makes changes in grades based on students' suggestions.	7	6	5	4	3	2	1
28. The students feel free to discuss and argue their point of view with the teacher.	7	6	5	4	3	2	1
29. The students are given opportunities to work together in small groups or on committees.	7	6	5	4	3	2	1

30. The teacher implements teaching methods which develop students' skills in real-life problem solving. 7 6 5 4 3 2 1

PLEASE PUT ANY ADDITIONAL COMMENTS YOU MAY HAVE BELOW.
THANK-YOU

Appendix D
Interview Questions

INTERVIEW QUESTIONNAIRE FOR PRINCIPALS IN PARTICIPATING HIGH SCHOOLS

1. Number of students enrolled.

2. Average number of pupils per classroom.

3. Average student/teacher ratio.

4. Length of average school day.

5. Length of free time for students during the school day.

6. Length of time in each class.

7. Can students participate in extracurricular activities?

8. Length of school day for teacher.

9. Consequences of misbehavior in the school.

10. How are students grouped?

11. Are students of different ages in the same classroom? If yes, what is the age range?

12. How much freedom are teachers given in devising their own curriculum and how much do they have to adhere to guidelines outlined by the school district.?

SCHOOL NAME

Abstract

Although research has linked juvenile delinquency to immature moral reasoning, very few studies have examined moral reasoning in students identified as having behavioral disorders. Furthermore, there is a lack of studies which have examined the impact of "alternative" education on moral reasoning development. This research examined the moral reasoning of behaviorally disordered (BD) adolescents and the effect of an alternative educational setting upon the development of moral reasoning in its students as a function of the number of years of exposure to this environment. The results from this cross-sectional study indicated that both of the BD groups were significantly lower in moral reasoning in comparison to their non-BD peers. Furthermore, the moral reasoning of BD students enrolled in an alternative setting is similar to the moral reasoning of BD students enrolled in a traditional school setting. The correlation between time (months) and D score was positive, but not significant. Thus, alternative school placement does not result in improved moral reasoning. The implication that social competence and interaction is a critical determinant of moral development for BD adolescents is discussed.